



Pupil premium strategy statement: Busbridge Junior School

1. Summary information					
School	Busbridge C of E (Aided) Junior School				
Academic Year	2017/18	Total PP budget	£19,060	Date of most recent PP Review	Jan 2018
Total number of pupils	240	Number of pupils eligible for PP	14	Date for next internal review of this strategy	April 2018

2. Current attainment – Key Stage 2 SATs results July 2017			
	<i>Pupils Results Busbridge Junior School (All pupils)</i>	<i>National average (Progress scores show National average for disadvantaged children)</i>	<i>Pupils eligible for PP (your school)</i>
% achieving the expected standard in reading, writing and maths	70%	61%	31%
Progress score – Reading	-0.93	+0.33	-2.78
Progress score – Writing	+0.87	+0.17	-1.93
Progress score – Maths	-2.90	+0.28	-6.28

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Progress in maths across the school, which has previously been lower for the PP cohort compared to All Pupils.
B.	The percentage of children who are eligible for Pupil Premium and also have significant additional SEN needs.
C.	There are a variety of factors which impact on pupil well-being for many children in this cohort.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance rates for some pupils eligible for PP mean that they are persistent absentees (attendance rates below 90%) This reduces their school hours and causes them to fall

behind. So far in 17/18 attendance for this cohort is improving.

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Maths progress for children eligible for PP is in line with or exceeds their peers Children eligible for the PP grant are 'secondary ready' at the end of the key stage.	PP children with poor progress engage in Fast track maths programme and make expected progress from their KS1 results Children eligible for the PP grant reach the expected standard in reading, writing and maths at the end of the key stage
B.	Children eligible for PP who also receive SEND support have targeted support	Interventions are targeted so that those who are in the SEND and PP category receive the right support at the right time and make expected progress from their KS1 starting point.
C.	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance improves from 82% to 96% in line with 'other' pupils.

5. Planned expenditure					
Academic year	2017/18				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Improved progress for disadvantaged children in maths	Whole school maths development project	The maths progress scores at key stage 2 in both 2016 and 2017 were lower than the reading and writing progress scores. In both years, some of the PP children did not make as much progress as their peers in maths or in line with their reading and writing scores.	Use of the Fast tracker maths programme and subsequent intervention sessions. Whole school staff training Lesson Study groups for maths teaching across the school. Staff action research into Growth Mindset and Learning Styles ensures that we have high aspirations for disadvantaged children.	Maths lead/ SLT	Jan 2018, March 2018, July 2018
Total budgeted cost					£7,000
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
B. Children who are eligible for PP and those who are disadvantaged and SEND. have targeted support.	Then right support at the right time – offering bespoke intervention to support children’s individual needs.	SEND 14 recommends that children receive ‘the right support at the right time’ This means assessing need, planning, taking action and reviewing the support for children. For those who we know are vulnerable due to their learning needs as well as in other contexts, this is particularly important.	Raising awareness of those who are vulnerable. Staff training – LSA s and teachers Continual assessment and review of the provision. Targeted interventions	SENCO, SLT	July 2018
Total budgeted cost					£5,000
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

C. Increased attendance rates	Regular and rigorous monitoring systems for school attendance. Systems developed for early intervention when attendance rates drop to monitor pupils and follow up quickly on absences.	We can't improve attainment for children if they aren't actually attending school.	Thorough briefing of new HT about existing absence issues. PP coordinator, administrative support, head, SLT. will collaborate to ensure new provision and standard school processes work smoothly together.	Pupil Premium Coordinator	July 2018
D. Pupil well-being factors addressed so that progress is improved	Use of a support as deemed appropriate. For example ELSA support, lunchtime support, HSLW, support from SLT. Engaging with parents to ensure continuity between home and school.	The EEF Toolkit suggests that targeted interventions and support matched to specific students with particular needs or behavioural issues can be effective.	Mind the gap conference attendance by PP Co-ordinator and subsequent cascading of training to whole staff. Ensure identification of target pupils is fair, transparent and properly recorded. Two weekly register checks and attendance reports to SLT, comparing the disadvantaged cohort to the rest of the school. Monitor behaviour and learning as an indicator of well-being. Use of Behaviour Watch system for recording, tracking and evaluating behaviour data. Use of PPG funds to support the attendance of disadvantaged children on school trips including residential visits, sporting activities and clubs as well as the use of Breakfast and After School club.	SLT, Teachers	July 2018
Total budgeted cost					£7,000